



Information **UPDATE**

Wisconsin Department of Public Instruction/Elizabeth Burmaster, State Superintendent/P.O. Box 7841/ Madison, WI 53707-7841

BULLETIN NO. 03.04

August 2003

TO: District Administrators, CESA Administrators, CCDEB Administrators,
Directors of Special Education and Pupil Services, and Other Interested Parties

FROM: Carolyn Stanford Taylor, Assistant State Superintendent
Division for Learning Support: Equity and Advocacy

SUBJECT: Guidelines for Complying with the Wisconsin Alternate Assessment for
Students with Disabilities--Part 3

This bulletin is the third in a series of bulletins describing the guidelines for complying with the Wisconsin Alternate Assessment for Students with Disabilities (WAA). The first bulletin (Bulletin No. 02.03) described the WAA Participation Checklist. This checklist is a required document to be used by Individualized Education Program (IEP) teams when making decisions about a student's participation in the WAA. The second bulletin (Bulletin No. 02.07) described the WAA Rating Scale. This bulletin clarifies the changes made to the WAA Rating Scale for the 2003-04 school year.

Once the IEP team has decided the student will participate in the WAA, the WAA will be completed by an individual or individuals who have first-hand information of the student's IEP goals, objectives or benchmarks, educational curriculum, knowledge and skills. This will be completed during the months of September, October, and November until the close of the testing window or when testing has been completed in the school district.

The WAA is part of the Wisconsin Student Assessment System (WSAS) and is designed to assess the educational performance of students with disabilities who cannot meaningfully participate in the Wisconsin Knowledge and Concepts Examination (WKCE) even with accommodations. The WAA, which is a checklist completed by teachers, focuses on the knowledge and skills that are aligned with Wisconsin Model Academic Standards in reading, language arts, mathematics, science, and social studies. These knowledge and skills are considered to be prerequisite to the majority of content assessed by the WKCE.

Changes for the 2003-04 school year are as follows:

- Cut scores have been established and now are being used to determine a student's overall level of performance in each of the five content areas.
- The names of the summary performance levels have been changed from PS Level 1 to PS Minimal (Level 1), PS Level 2 to PS Basic (Level 2), PS Level 3 to PS Proficient (Level 3), and PS Level 4 to PS Advanced (Level 4). These changes are designed to facilitate better

communication about a student's level of functioning and to be more compatible with the results categories of the WKCE.

- The procedure for determining the reliability of the assessment has been streamlined so only the overall performance level decision is scrutinized by a second rater. Specifically, a second rater who knows the student now needs only to (1) review the evidence collected for IEP aligned items and examine the proficiency ratings for the aligned items, (2) examine the ratings for all other items, (3) double-check the accuracy of the Individualized Proficiency Total Score, and then (4) determine the appropriate Overall Performance Level. If the second rater's decision about the Overall Performance Level matches the first rater's decision or is within acceptable ranges, as defined by the WAA reliability chart, a Performance Level for a given content area can be reported. If the agreement between the two raters is unacceptable, then the disagreement must be resolved using another rater.
- For the 2003-04 school year, oral language will not be assessed. The Language Arts section will continue to include writing. Since writing is assessed on the Language Arts scale, it will be given the same PS Level as Language Arts on the Overall Performance Level Score Summary.
- The department will not require the district to retain the evidence collected as part of the assessment. The completed WAA Rating Scale must be retained for audit purposes pursuant to records law. For information about records, please see Information Update Bulletin No. 98.02 at <http://www.dpi.state.wi.us/dpi/dlsea/een/bulindex.html>.

As in the past, the department will **not** send the WAA Rating Scale for each student participating in the WAA. It is the district's responsibility to copy a sufficient number of WAA Rating Scales for each student in fourth, eighth, and tenth grades who will be participating in the WAA. A copy of the WAA Rating Scale is attached for your use. Once completed, the prerequisite skill levels for each content area assessed will be entered on the back cover of the WKCE test book. This information will be sent along with all test books to CTB McGraw Hill. Reports on the results of the WAA will be sent to the district along with the reports of the WKCE.

The department will continue to provide training opportunities to assist educators, administrators, and parents in understanding how to conduct and use the results of the WAA. If your district has not been involved or scheduled for training, please contact your CESA Regional Services Network (RSN) Coordinator or CESA Assessment Coordinator for information. Finally, the WAA Participation Checklist, the updated WAA Rating Scale, the updated WAA PowerPoint Presentation, and an updated Frequently Asked Questions document are available on our website at: <http://www.dpi.state.us/dpi/dlsea/een/assessmt.html>.

Questions regarding this bulletin may be directed to the Special Education Team at (608) 266-1781.

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Enclosure

This information update can also be accessed through the Internet at:
<http://www.dpi.state.wi.us/dpi/dlsea/een/bulindex.html>

Wisconsin Alternate Assessment for Students with Disabilities

Student's Name: _____ DOB: _____ Age: _____
Mo/Day/Yr

School: _____ District: _____ Grade: _____

Sex: _____ Race: _____ Disability: _____

WAA Participation Checklist completed by IEP team: _____
Mo/Day/Yr

Assessment Period: _____ to _____
Mo/Day/Yr Mo/Day/Yr

Content Areas Assessed (check): ☐ Reading ☐ Social Studies
☐ Mathematics ☐ Science
☐ Language Arts/Writing

Rater(s): _____

Reliability Check: _____
Name of Person Mo/Day/Yr

The Wisconsin Alternate Assessment for Students with Disabilities (WAA) is part of the Wisconsin Student Assessment System (WSAS) and is designed to assess the educational performance of students with disabilities who cannot meaningfully take the Wisconsin Knowledge and Concepts Exam (WKCE) even with accommodations. This assessment tool focuses on knowledge and skills that are aligned with the state of Wisconsin Model Academic Standards in reading, language arts, mathematics, science, and social studies and considered to be prerequisite to the majority of content assessed by the WKCE test.

An individual or individuals who have first-hand knowledge of the student's IEP objectives, educational curriculum, and knowledge and skills should complete this assessment tool. The results of this assessment will be shared with the student's parent(s) or guardian(s) and also contribute to the educational accountability system for all students in the state. These results, however, are only part of the information needed to make important decisions about a student's educational progress and current level of functioning. For more information about the WAA, go to www.dpi.state.wi.us/dpi/dlsea/een/assessmt.html.



The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

The WAA Evaluation Process: Required Steps, Guidelines, & Timeline

The WAA process is systematic and comprehensive, and when followed appropriately it yields recent, representative, and reliable results based on the professional judgments of educators. This assessment focuses on core prerequisite knowledge and skills in reading, language arts, mathematics, science, and social studies. Before the assessment process begins, however, a student's IEP team must complete an Alternate Assessment Participation Checklist to determine whether a student is eligible for an alternate assessment. Once it has been decided that a student will participate in the alternate assessment, the following 5-step process must be followed:

Step 1: Align WAA items with IEP Goals and Objectives or Benchmarks

Step 2: Collect Performance Evidence for Aligned Items

Step 3: Analyze and Rate Proficiency of All Items

Step 4: Summarize Proficiency Scores & Performance Level Decisions

Step 5: Report Results

Key points to keep in mind when conducting an alternate assessment include:

- Aligning WAA items to a student's IEP goals and objectives or benchmarks requires professional judgments and an understanding of the state's academic standards. Not every IEP goal, objective, or benchmark will match or align with an item, but whenever reasonable, connections between items and objectives should be identified and assessed.
- Multiple forms of evidence must be collected and evaluated for each of the items that are aligned with an IEP goal, objective, or benchmark. Meaningful evidence of a student's knowledge and skills already exists in most classrooms and can be categorized as work samples, published tests, observations, interviews, videotapes/photos, or audiotapes.
- The assessment must be recent and the evidence collected must be representative of the student's typical work. Assessments must be completed by **November 19, 2004**.
- The student's ability to accomplish each of the items must be rated using a common scoring rubric. The ratings must be determined to be highly reliable or consistent with those of a second rater.
- Results of the alternate assessment are summarized using a 4-level Prerequisite Skills (PS Levels) performance framework that places a student on a common developmental path referenced to the state's model academic standards and proficiency standards in each of the content domains.
- Finally, results must be reported to the state Office of Educational Accountability for purposes of monitoring progress and school-wide accountability. The student's parent(s)/guardian(s) will receive a summary report from the state in the spring.

Instructions for Completing the WAA Rating Scales

Please read the instructions for completing WAA Rating Scales before assessing a student.

Complete Cover Page Information - Be sure to provide a complete description of the student, note the date the decision was made to participate in the WAA, and document the names of individuals involved in conducting the assessment and reliability checks.

Align Items with IEP Goals and Objectives or Benchmarks - After determining the content domains the student will be assessed in, the IEP team or its representative(s) should check (✓) which of the WAA items align (or are very similar) with one or more of a student's IEP goals and objectives or benchmarks. The assessment results for checked items can provide valuable information about a student's progress on his/her IEP goals and objectives or benchmarks.

Collect Performance Evidence - For all the checked (✓) items, you must collect classroom relevant information that provides evidence of how the student is performing. Typical categories of performance evidence include work samples, published test results, observations, interviews with third parties, videos or photos, and audio tape recordings. All evidence should be recent (no more than 3 months old) and representative of the student's typical work. Please check (✓) the categories of evidence that you collect and rate for each of the items. Two or more categories of evidence should be collected and checked for all IEP-aligned items.

Analyze and Rate Proficiency - It is important that you analyze and rate the proficiency with which a student demonstrates the knowledge and skills needed to accomplish each of the alternate assessment items. Use the scoring rubric below to rate the student's level of proficiency for ALL of the items in content areas to be assessed. Please take special note of the difference between a rating of Not Applicable (NA) and Non-existent (0). Items deemed NA should be checked (✓), but not given a proficiency rating. All other items, regardless of whether they are IEP-aligned or not must be rated either as Non-Existent, Emerging, Developing/Developed, or Accomplished/Generalized. Circle the rating that best characterizes a student's current functioning. Please **DO NOT SKIP** any items.

Proficiency Rating	Rating Criteria
✓ = Not Applicable	It is possible that the knowledge and skills required by the item may never develop even if time and effective instruction is provided. No instructional opportunities are consistently provided or supported. Thus, the IEP team has determined the knowledge and skills required by the item is <u>not relevant</u> to the student's educational needs.
0 = Non-existent	Student is unable to perform any part of a skill or demonstrate any knowledge without full physical prompting in a highly structured setting. However, it is realistic that the knowledge and skills <u>are relevant</u> to the student's educational needs and that some part of the knowledge and skill may develop given time and effective instruction.
1 = Emerging	Student can respond to some part of the knowledge and skills required by the item given physical, verbal, visual, or any other full assistance. The student may take a long time to respond but will indicate some attempt whether correct or incorrect in a limited number of settings.
2 = Developing/ Developed	Student is in a stage of fluency building. Performance may be seen as somewhat inconsistent but generally ranges between 25-75% of the trials with some assistance in several settings. If there has been instruction, the student has made noticeable gains in acquiring and applying the knowledge and skills required by the item.
3 = Accomplished/ Generalized	Student is able to maintain the knowledge and skills required by the item and generalize without assistance or prompting on a regular basis. The student routinely performs the skill in a variety of settings with familiar instructions, materials, or individuals; however, the level of the skill is comparable to non-disabled students in a grade significantly different from his/her age-mates. The student requires little or no supervision in accurately demonstrating the knowledge and skills required by the item.

Summarize Proficiency Scores & Performance Level Decisions - There are two types of summary results for each WAA content domain: Individualized Proficiency Scores and Overall Performance Level Decisions. Once you have completed the rating of all items for a given content domain, you should determine the Individualized Proficiency Score for the domain by totaling the individual ratings for all items in a content domain. DO NOT include items that you declared NA.

The results of your ratings for the content area can be translated to an Overall Performance Level by placing the correct Total Individualized Proficiency Score on the score continuum below the Performance Level descriptions. The Performance Level descriptions from the content area provide a 4-level, criterion-referenced, developmental continuum that characterizes performance of knowledge and skills along the path toward functioning at or near grade level in the regular curriculum. Thus, based on the Individualized Proficiency Score for each content area assessed, a student's performance is summarized as Prerequisite Skill Minimal (Level 1), Prerequisite Skill Basic (Level 2), Prerequisite Skill Proficient (Level 3), or Prerequisite Skill Advanced (Level 4). To be categorized *Proficient as measured by the WAA*, a student must earn a PS Proficient (Level 3) or a PS Advanced (Level 4). Students who achieve a PS Minimal (Level 1) or a PS Basic (Level 2) are categorized as *Not Yet Proficient* for school and statewide accountability reports.

The Reading Performance Continuum is illustrated below. Each of the other performance continua uses similar criteria to describe skill levels prerequisite to the regular curriculum.

Reading Performance Continuum

PS Minimal (Level 1)	PS Basic (Level 2)	PS Proficient (Level 3)	PS Advanced (Level 4)
Student currently exhibits 1 or 2 of the prerequisite skills and knowledge in reading at a barely existent level. He or she is unable to perform simple skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to reading instruction and participates in activities with extensive support. Student responds or performs several reading skills typically at the emerging level in a limited number of settings.	Student demonstrates the ability to decode and comprehend text with moderate support. Student's understanding of basic concepts and performance of most reading skills are inconsistent, but typically at the developing or developed level across two or more settings.	Student demonstrates a consistent understanding of the basic concepts and skills contained in the reading items. He or she requires minimal support to demonstrate many of the reading skills at an accomplished level in multiple settings, but still is functioning at an overall performance level that is significantly below grade and/or developmental expectations.
0 ----- 4	5 ----- 20	21 ----- 52	53 ----- 69

All summary decisions must be determined to be reliable. To estimate the reliability of the Performance Level decisions, a second rater who knows the student well must complete a review of the evidence and the first rater's item ratings for the IEP-aligned items in each content domain. Based on this information, the second rater should make a decision about which Performance Level description best characterizes the student's performance. The two raters Overall Performance Level decisions must agree to the degree that they both result in an overall judgment of "Proficient" or "Not Yet Proficient" for accountability reports.

Report Results - Once the results of the WAA are determined to be reliable, they are ready to be reported. For purposes of inclusion in the WSAS and statewide accountability, a *WAA Performance Report Summary* form must be completed and submitted by **November 19, 2004**. This form is printed on the back of the WKCE test booklet. A student's parents or guardian will receive a report from the state explaining and summarizing the Overall Performance Level decisions for each domain.

Ratings		Evidence Sources							Proficiency				
		IEP Aligned (✓)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (✓)	0= Nonexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
Reading													
1	Student matches printed words to objects.									0	1	2	3
2	Student uses pictures for context clues.									0	1	2	3
3	Student reads short notes and follows written directions.									0	1	2	3
4	Student reads class schedule and printed directions orally.									0	1	2	3
5	Student makes new words based on word families (e.g., mat, bat).									0	1	2	3
6	Student matches letter and sounds, and can point to letter when appropriate sound is produced.									0	1	2	3
7	Student demonstrates understanding of new words or passages by making connections with personal experience via speech, writing, signs, or assistive device.									0	1	2	3
8	Student can find information related to a personal issue from a source like a newspaper or phone book.									0	1	2	3
9	Student can answer who, what, and where questions about a story.									0	1	2	3
10	Student can identify beginning, middle, and end of a story.									0	1	2	3
11	Student attends while teacher reads.									0	1	2	3
12	Student asks relevant questions about what he/she has heard read to them.									0	1	2	3

Ratings		Evidence Sources							Proficiency				
Reading		IEP Aligned (✓)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (✓)	0= Nonexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
13	Student can answer "how" and "why" questions.									0	1	2	3
14	Student can answer appropriately with head nods or verbally to comprehension questions.									0	1	2	3
15	Student can predict events from what they read or hear read.									0	1	2	3
16	Student can judge actions of characters in stories.									0	1	2	3
17	Student can match pictures and words that depict emotions such as happy, sad, or angry.									0	1	2	3
18	Student can sequence main parts of a story via pictures or oral report.									0	1	2	3
19	Student can state reasons why something he/she has read or heard is factual or fiction.									0	1	2	3
20	Student demonstrates comprehension of safety words, symbols, or pictures.									0	1	2	3
21	Student can match words to common pictures in school and community settings.									0	1	2	3
22	Student will locate personal information when it is present.									0	1	2	3
23	Student can retell information taken from printed materials.									0	1	2	3

Reading Individualized Proficiency Total Score:

__ + __ + __ + __ = []

Overall Reading Performance Level Score and Decision Summary









Below the WAA Performance Level descriptions for reading is a Proficiency Score Continuum. This score continuum ranges from a total score of 0 to 69. Indicate the student's Individualized Proficiency Total Score on this continuum with an **X-mark**. The PS Level description above the X-mark provides a general interpretation of the student's overall level of proficiency in reading and provides some examples of the knowledge and skills a student at this level typically exhibits. These 4 knowledge and skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Minimal (Level 1)	PS Basic (Level 2)	PS Proficient (Level 3)	PS Advanced (Level 4)
Student currently exhibits 1 or 2 of the prerequisite skills and knowledge in reading at a barely existent level. He or she is unable to perform simple skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to reading instruction and participates in activities with extensive support. Student responds or performs several reading skills typically at the emerging level in a limited number of settings.	Student demonstrates the ability to decode and comprehend text with moderate support. Student's understanding of basic concepts and performance of most reading skills are inconsistent, but typically at the developing or developed level across two or more settings.	Student demonstrates a consistent understanding of the basic concepts and skills contained in the reading items. He or she requires minimal support to demonstrate many of the reading skills at an accomplished level in multiple settings, but still is functioning at an overall performance level that is significantly below grade and/or developmental expectations.
For example: <ul style="list-style-type: none"> Demonstrates very limited understanding of the most basic reading concepts and skills. 	For example: <ul style="list-style-type: none"> Attends and responds to texts that are read to him or her by an adult or peer. Notices pictures in text and uses them to make inferences and predictions. Recognizes some words in their environment and/or basic texts. 	For example: <ul style="list-style-type: none"> Attends to and demonstrates understanding of texts that are read to them by an adult or peer. Can read basic texts with moderate adult support. Demonstrates an expanded sight vocabulary and phonological skills. 	For example: <ul style="list-style-type: none"> Uses an expanded sight vocabulary and phonological skills to read unfamiliar texts with limited adult support. Can make connections between information in a text and previously read materials or life experiences.
0 ----- 4	5 ----- 20	21 ----- 52	53 ----- 69

Inter-rater Reliability Estimate for Reading

The Overall Performance Level decisions reached by Rater #1 and #2 must agree to the degree that they both result in an overall judgment of “Proficient” or “Not Yet Proficient” before results can be reported. For purposes of school and statewide educational accountability reports, students need a Performance Level of either PS Proficient or PS Advanced to achieve the status of “Proficient as measured by the WAA.” Students who are functioning at either a PS Minimal Level or a PS Basic Level are characterized for accountability purposes as “Not Yet Proficient as measured by the WAA.”

To determine if you have achieved acceptable agreement for the fundamental summary decision of “Proficient” or “Not Yet Proficient,” complete the chart below documenting the PS Levels determined by both Rater #1 and Rater #2. If there is a general agreement, then a decision can be reported. Significant disagreements between raters, however, must be resolved before a performance report is submitted.

Rater #1's Decision	Rater #2's Decision	Inter-rater Outcome	Action to be Taken
Minimal	Minimal or Basic	Agreement 	Report Minimal Performance Level
	Proficient or Advanced	Disagreement 	Settle Disagreement
Basic	Minimal or Basic	Agreement 	Report Basic Performance Level
	Proficient or Advanced	Disagreement 	Settle Disagreement
Proficient	Minimal or Basic	Disagreement 	Settle Disagreement
	Proficient or Advanced	Agreement 	Report Proficient Performance Level
Advanced	Minimal or Basic	Disagreement 	Settle Disagreement
	Proficient or Advanced	Agreement 	Report Advanced Performance Level

If disagreement in professional judgments cannot be resolved through a review and discussion of the evidence and individual item analysis, then the raters must get a third rater to independently review the evidence and item ratings. Rater #3's PS Level decisions should then be compared to Rater #1's PS Level decisions to determine whether an acceptable degree of agreement has been reached and a decision can be reported. If the agreement criterion cannot be achieved, the assessment must be reviewed by an Assessment Coordinator before it can be reported.

		Evidence Sources							Proficiency Ratings				
Language Arts (includes Writing)		IEP Aligned (✓)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (✓)	0=Noneexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
1	Student communicates feelings and needs in printed or pictorial form.									0	1	2	3
2	Student can point to a picture or name an action of a given object or person.									0	1	2	3
3	Student uses appropriate body or facial gestures to communicate a need, interest, or choice.									0	1	2	3
4	Student initiates communication regarding personal or survival needs.									0	1	2	3
5	Student repeats or paraphrases messages, upon request.									0	1	2	3
6	Student uses appropriate volume and tone when talking to others.									0	1	2	3
7	Student can ask questions related to topic, objects, and events.									0	1	2	3
8	Student can attend and listen to others without interrupting.									0	1	2	3
9	Student can follow directions and instructions.									0	1	2	3
10	Student meets people with brief oral greeting.									0	1	2	3
11	Student can conduct a short interview or obtain information by phone.									0	1	2	3
12	Student takes turns and responds appropriately to people.									0	1	2	3
13	Student can take part in 2-way conversation using written, verbal, or an assisted mode.									0	1	2	3
14	Student interacts with others who have the same language.									0	1	2	3
15	Student recognizes the source of message and can evaluate its purpose.									0	1	2	3

		Evidence Sources							Proficiency Ratings				
Language Arts (includes Writing)		IEP Aligned (✓)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	N/A=Not Applicable (✓)	0= Nonexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
16	Student can present information using pictures and other media on a topic he/she has researched.									0	1	2	3
17	Student can record a message on an answering machine.									0	1	2	3
18	Student uses a variety of tools to communicate in a written form.									0	1	2	3
19	Student writes notes to peers, parents, and others.									0	1	2	3
20	Student can correct or revise his/her written work.									0	1	2	3
21	Student correctly uses punctuation marks.									0	1	2	3
22	Student uses capitol letters correctly for people's names and at the beginning of sentences.									0	1	2	3
23	Student can use a dictionary or word bank to learn new words.									0	1	2	3
24	Student can use a computer, Alpha Smart or other tools to take notes.									0	1	2	3
25	Student can identify a topic of interest and gather information about it.									0	1	2	3
26	Student can use information he/she has collected to answer a question.									0	1	2	3
Language Arts Individualized Proficiency Total Score*: *includes Writing Items										_+_+_+_ = []			

Overall Language Performance Level Score and Decision Summary









Below the WAA Performance Level descriptions for language arts (including writing) is a Proficiency Score Continuum. This score continuum ranges from a total score of 0 to 78. Indicate the student's Individualized Proficiency Total Score on this continuum with an **X-mark**. The PS Level description above the X-mark provides a general interpretation of the student's overall level of proficiency in language arts and provides some examples of the knowledge and skills a student at this level typically exhibits. These 4 knowledge and skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Minimal (Level 1)	PS Basic (Level 2)	PS Proficient (Level 3)	PS Advanced (Level 4)
Student currently exhibits 1 or 2 of the prerequisite skills and knowledge in language arts at a barely existent level. He or she is unable to perform simple skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to language arts instruction and participates in activities with extensive support. Student responds or performs several language arts skills typically at the emerging level in a limited number of settings.	Student demonstrates the ability to communicate ideas verbally or in writing when provided moderate support. Student's understanding of basic concepts and performance of most language arts skills are inconsistent, but typically at the developing or developed level across two or more settings.	Student demonstrates a consistent understanding of the basic concepts and skills contained in the language arts items. He or she requires minimal support to demonstrate many of the language arts skills at an accomplished level in multiple settings, but still is functioning at an overall performance level that is significantly below grade and/or developmental expectations.
For example: <ul style="list-style-type: none"> Demonstrates very limited ability to express him or herself in writing with extensive support from adults. 	For example: <ul style="list-style-type: none"> Can communicate personal wants, needs, and opinions verbally or through the use of assistive technology. Uses drawings, pictures, symbols, and some written words to express ideas and feelings with extensive adult support. 	For example: <ul style="list-style-type: none"> Listens to others, participates in discussions, and effectively expresses his or her opinions, ideas, and feelings using words or assistive technology. Writes or types simple short responses and stories with moderate support from adults or peers. 	For example: <ul style="list-style-type: none"> Successfully participates in class discussion, group work, and unstructured social interactions with minimal adult support. Writes or types simple stories, journal entries, and letters with minimal support. Edits his or her work for capitalization at the beginning of sentences, basic punctuation (e.g., periods at the end of sentences), and spelling of high frequency words.
0 ----- 5	6 ----- 23	24 ----- 54	55 ----- 78

Inter-rater Reliability Estimates for Language Arts

The Overall Performance Level decisions reached by Rater #1 and #2 must agree to the degree that they both result in an overall judgment of “Proficient” or “Not Yet Proficient” before results can be reported. For purposes of school and statewide educational accountability reports, students need a Performance Level of either PS Proficient or PS Advanced to achieve the status of “Proficient as measured by the WAA.” Students who are functioning at either a PS Minimal Level or a PS Basic Level are characterized for accountability purposes as “Not Yet Proficient as measured by the WAA.”

To determine if you have achieved acceptable agreement for the fundamental summary decision of “Proficient” or “Not Yet Proficient,” complete the chart below documenting the PS Levels determined by both Rater #1 and Rater #2. If there is a general agreement, then a decision can be reported. The same PS Level should be reported for both Language Arts and Writing on the WKCE form. Significant disagreements between raters, however, must be resolved before a performance report is submitted.

Rater #1's Decision	Rater #2's Decision	Inter-rater Outcome	Action to be Taken
Minimal	Minimal or Basic	Agreement 	Report Minimal Performance Level
	Proficient or Advanced	Disagreement 	Settle Disagreement
Basic	Minimal or Basic	Agreement 	Report Basic Performance Level
	Proficient or Advanced	Disagreement 	Settle Disagreement
Proficient	Minimal or Basic	Disagreement 	Settle Disagreement
	Proficient or Advanced	Agreement 	Report Proficient Performance Level
Advanced	Minimal or Basic	Disagreement 	Settle Disagreement
	Proficient or Advanced	Agreement 	Report Advanced Performance Level

If disagreement in professional judgments cannot be resolved through a review and discussion of the evidence and individual item analysis, then the raters must get a third rater to independently review the evidence and item ratings. Rater #3's PS Level decisions should then be compared to Rater #1's PS Level decisions to determine whether an acceptable degree of agreement has been reached and a decision can be reported. If the agreement criterion cannot be achieved, the assessment must be reviewed by an Assessment Coordinator before it can be reported.

		Evidence Sources							Proficiency Ratings				
Mathematics		IEP Aligned (✓)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (✓)	0= Nonexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
1	Student is able to recognize that there is a difference in patterns when presented with a task.									0	1	2	3
2	Student is able to respond to math ideas using appropriate vocabulary.									0	1	2	3
3	Student is able to use simple number concepts accurately.									0	1	2	3
4	Student is able to integrate simple math operation into real life activities.									0	1	2	3
5	Student is able to explain a correct solution to an everyday math problem.									0	1	2	3
6	Student will accurately identify numerals 1-10.									0	1	2	3
7	Student will accurately recognize place value of hundreds, tens and ones column.									0	1	2	3
8	Student will accurately list three whole numbers in proper numerical order.									0	1	2	3
9	Student will read numbers with 2 and 3 digits accurately.									0	1	2	3
10	Student will write numbers accurately in a variety of contexts.									0	1	2	3
11	When engaged in problem solving, student will use a calculator, or concrete objects to add and subtract a number of items.									0	1	2	3

		Evidence Sources							Proficiency Ratings				
Mathematics		IEP Aligned (✓)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (✓)	0= Nonexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
12	Student uses fractions appropriately.									0	1	2	3
13	Student uses money appropriately in real-life activities.									0	1	2	3
14	Student accurately identifies basic shapes.									0	1	2	3
15	Student accurately sorts basic shapes into groups.									0	1	2	3
16	Student is able to accurately identify location terms (i.e., next to, between, over, under).									0	1	2	3
17	Student is able to identify correct units of basic measurements.									0	1	2	3
18	Student demonstrates an accurate understanding of basic measurement concepts.									0	1	2	3
19	Student is able to estimate measurements of size, height, and weight.									0	1	2	3
20	Student is able to tell time with some type of time-keeping device.									0	1	2	3
21	Student is able to measure accurately with a ruler, tape measure, or yardstick.									0	1	2	3
22	Student demonstrates an accurate understanding of basic temperature concepts.									0	1	2	3
23	Student is able to accurately measure fluids in a variety of natural contexts.									0	1	2	3

		Evidence Sources							Proficiency Ratings				
Mathematics		IEP Aligned (✓)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (✓)	0= Nonexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
24	Student is able to read and interpret a graph, table, or chart.									0	1	2	3
25	Student is able to accurately use 1-1 correspondence.									0	1	2	3
26	Student is able to correctly use symbols and vocabulary of addition and subtraction.									0	1	2	3
27	Student is able to use the vocabulary of "equal" or "same as" in an appropriate context.									0	1	2	3
28	Student is able to correctly use symbols and vocabulary of multiplication and division.									0	1	2	3
29	Student is able to accurately distinguish between the concepts of more or less in an appropriate context.									0	1	2	3

Mathematics Individualized Proficiency Total Score:

___ + ___ + ___ + ___ = []

Overall Mathematics Performance Level Score and Decision Summary

Below the WAA Performance Level descriptions for mathematics is a Proficiency Score Continuum. This score continuum ranges from a total score of 0 to 87. Indicate the student's Individualized Proficiency Total Score on this continuum with an **X-mark**. The PS Level description above the X-mark provides a general interpretation of the student's overall level of proficiency in mathematics and provides some examples of the knowledge and skills a student at this level typically exhibits. These 4 knowledge and skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Minimal (Level 1)	PS Basic (Level 2)	PS Proficient (Level 3)	PS Advanced (Level 4)
Student currently exhibits 1 or 2 of the prerequisite skills and knowledge in mathematics at a barely existent level. He or she is unable to perform simple skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to mathematics instruction and participates in activities with extensive support. Student responds or performs several mathematics skills typically at the emerging level in a limited number of settings.	Student demonstrates the ability to perform mathematical operations and solve problems with moderate support. Student's understanding of basic concepts and performance of most mathematical skills are inconsistent, but typically at the developing or developed level across two or more settings.	Student demonstrates a consistent understanding of the basic concepts and skills contained in the mathematics items. He or she requires minimal support to demonstrate many of the mathematical skills at an accomplished level in multiple settings, but still is functioning at an overall performance level that is significantly below grade and/or developmental expectations.
For example: <ul style="list-style-type: none"> Demonstrates very limited understanding of the most elementary numerical and mathematical concepts. 	For example: <ul style="list-style-type: none"> Demonstrates a basic understanding of numbers and counting (e.g., one-to-one correspondence) Can perform simple calculations with extensive adult support. Can differentiate between objects by size, color, and shape. 	For example: <ul style="list-style-type: none"> Can independently identify and use numbers. Can perform simple calculations with some adult support. Recognizes and labels some shapes. Can use measurement tools with adult support. 	For example: <ul style="list-style-type: none"> Limited achievement of expected conceptual knowledge and skills. Can perform basic calculations independently. Consistently recognizes and describes shapes. Can use some measurement tools independently.
0 ----- 3	4 ----- 21	22 ----- 64	65 ----- 87

Inter-rater Reliability Estimates for Mathematics

The Overall Performance Level decisions reached by Rater #1 and #2 must agree to the degree that they both result in an overall judgment of “Proficient” or “Not Yet Proficient” before results can be reported. For purposes of school and statewide educational accountability reports, students need a Performance Level of either PS Proficient or PS Advanced to achieve the status of “Proficient as measured by the WAA.” Students who are functioning at either a PS Minimal Level or a PS Basic Level are characterized for accountability purposes as “Not Yet Proficient as measured by the WAA.”

To determine if you have achieved acceptable agreement for the fundamental summary decision of “Proficient” or “Not Yet Proficient,” complete the chart below documenting the PS Levels determined by both Rater #1 and Rater #2. If there is a general agreement, then a decision can be reported. Significant disagreements between raters, however, must be resolved before a performance report is submitted.

Rater #1's Decision	Rater #2's Decision	Inter-rater Outcome	Action to be Taken
Minimal	Minimal or Basic	Agreement	Report Minimal Performance Level
	Proficient or Advanced	Disagreement	Settle Disagreement
Basic	Minimal or Basic	Agreement	Report Basic Performance Level
	Proficient or Advanced	Disagreement	Settle Disagreement
Proficient	Minimal or Basic	Disagreement	Settle Disagreement
	Proficient or Advanced	Agreement	Report Proficient Performance Level
Advanced	Minimal or Basic	Disagreement	Settle Disagreement
	Proficient or Advanced	Agreement	Report Advanced Performance Level

If disagreement in professional judgments cannot be resolved through a review and discussion of the evidence and individual item analysis, then the raters must get a third rater to independently review the evidence and item ratings. Rater #3's PS Level decisions should then be compared to Rater #1's PS Level decisions to determine whether an acceptable degree of agreement has been reached and a decision can be reported. If the agreement criterion cannot be achieved, the assessment must be reviewed by an Assessment Coordinator before it can be reported.

		Evidence Sources							Proficiency Ratings				
Science		IEP Aligned (✓)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (✓)	0= Nonexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
1	Student identifies content in the context of science lesson or investigation.									0	1	2	3
2	Student connects science instruction to previous instruction and/or personal experiences.									0	1	2	3
3	Student is able to detect, or describe change in their environment.									0	1	2	3
4	Student will use encyclopedia, sourcebooks, texts, computers, teachers, parents, other adults, journals, popular press, and various other resources to identify vocabulary and pictures from science units.									0	1	2	3
5	Student will use texts, real objects, and experience to answer questions regarding science units.									0	1	2	3
6	Student uses vocabulary and content from science instruction to ask questions, make observations, make predictions, or offer explanations.									0	1	2	3
7	Student participates in "hands-on" science investigations, using a variety of materials (science equipment, media, and computers) safely.									0	1	2	3
8	In the context of science investigations, student collects data.									0	1	2	3
9	Student communicates results of investigations in ways his or her audience will understand.									0	1	2	3

		Evidence Sources							Proficiency Ratings				
Science		IEP Aligned (✓)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (✓)	0= Nonexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
10	Student will demonstrate understanding of cause and effect.									0	1	2	3
11	Student demonstrates understanding that objects are made of various substances.									0	1	2	3
12	Student classifies/sorts objects or pictures of objects according to similar properties (e.g., size, color shape, etc...).									0	1	2	3
13	Student observes or describes changes in form, temperature, color, speed, or direction of objects.									0	1	2	3
14	Student describes major land and water masses of the earth (e.g., oceans, mountains, etc...).									0	1	2	3
15	Student identifies weather commonly occurring in Wisconsin.									0	1	2	3
16	Student observes and record seasonal and daily weather changes in his or her community.									0	1	2	3
17	Student describes how organisms meet their basic needs for water, nutrients, protection, and energy in order to survive.									0	1	2	3
18	Student demonstrates an understanding of the ways that organisms grow through life stages.									0		2	3

		Evidence Sources							Proficiency Ratings				
Science		IEP Aligned (✓)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (✓)	0= Nonexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
19	Student identifies the technology used by someone employed in a job or position in Wisconsin and explains how it is used.									0	1	2	3
20	Student identifies simple machines in his or her environment.									0	1	2	3
21	Student describes the technology he or she uses and its benefits.									0	1	2	3
22	Student demonstrates understanding that substances can exist in different states-solid, liquid, or gas.									0	1	2	3
23	Student will identify the stars, moon, and sun.									0	1	2	3
24	Student demonstrates an understanding of how science can help and can cause problems in his or her environment.									0	1	2	3

Science Individualized Proficiency Total Score:

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Overall Science Performance Level Score and Decision Summary





Below the WAA Performance Level descriptions for science is a Proficiency Score Continuum. This score continuum ranges from a total score of 0 to 72. Indicate the student's Individualized Proficiency Total Score on this continuum with an **X-mark**. The PS Level description above the X-mark provides a general interpretation of the student's overall level of proficiency in science and provides some examples of the knowledge and skills a student at this level typically exhibits. These 4 knowledge and skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Minimal (Level 1)	PS Basic (Level 2)	PS Proficient (Level 3)	PS Advanced (Level 4)
Student currently exhibits 1 or 2 of the prerequisite skills and knowledge in science at a barely existent level. He or she is unable to perform simple skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to science instruction and participates in activities with extensive support. Student responds or performs several science skills typically at the emerging level in a limited number of settings.	Student demonstrates the ability to observe, record, classify, and report scientific concepts and phenomena with moderate support. Student's understanding of basic concepts and performance of most science skills are inconsistent, but typically at the developing or developed level across two or more settings.	Student demonstrates a consistent understanding of the basic concepts and skills contained in the science items. He or she requires minimal support to demonstrate many of the science skills at an accomplished level in multiple settings, but still is functioning at an overall performance level that is significantly below grade and/or developmental expectations.
For example: <ul style="list-style-type: none"> Demonstrates a very limited understanding of the most elementary scientific concepts. 	For example: <ul style="list-style-type: none"> Demonstrates a basic understanding of simple science concepts and vocabulary. Can gather and describe data and information about phenomena in their environment with extensive adult support. 	For example: <ul style="list-style-type: none"> With limited adult support, uses some simple scientific vocabulary and concepts to describe observations. Demonstrates a basic understanding of simple scientific processes and natural phenomena (e.g., the seasons, life cycle of animals, etc.) Can gather and record data and information for their environment with moderate adult support. 	For example: <ul style="list-style-type: none"> Demonstrates limited achievement of the expected conceptual knowledge and skills. Demonstrates a consistent understanding of basic scientific processes and natural phenomena (e.g., the seasons, life cycle of animals, solar system, etc.) Can gather information and data from their environment and/or scientific investigation. Records and describes that information in charts or graphs with limited adult support.
0 ----- 4	5 ----- 20	21 ----- 53	54 ----- 72

Inter-rater Reliability Estimates for Science

The Overall Performance Level decisions reached by Rater #1 and #2 must agree to the degree that they both result in an overall judgment of “Proficient” or “Not Yet Proficient” before results can be reported. For purposes of school and statewide educational accountability reports, students need a Performance Level of either PS Proficient or PS Advanced to achieve the status of “Proficient as measured by the WAA.” Students who are functioning at either a PS Minimal Level or a PS Basic Level are characterized for accountability purposes as “Not Yet Proficient as measured by the WAA.”

To determine if you have achieved acceptable agreement for the fundamental summary decision of “Proficient” or “Not Yet Proficient,” complete the chart below documenting the PS Levels determined by both Rater #1 and Rater #2. If there is a general agreement, then a decision can be reported. Significant disagreements between raters, however, must be resolved before a performance report is submitted.

Rater #1's Decision	Rater #2's Decision	Inter-rater Outcome	Action to be Taken
Minimal	Minimal or Basic	Agreement	 Report Minimal Performance Level
	Proficient or Advanced	Disagreement	Settle Disagreement
Basic	Minimal or Basic	Agreement	 Report Basic Performance Level
	Proficient or Advanced	Disagreement	Settle Disagreement
Proficient	Minimal or Basic	Disagreement	Settle Disagreement
	Proficient or Advanced	Agreement	 Report Proficient Performance Level
Advanced	Minimal or Basic	Disagreement	Settle Disagreement
	Proficient or Advanced	Agreement	 Report Advanced Performance Level

If disagreement in professional judgments cannot be resolved through a review and discussion of the evidence and individual item analysis, then the raters must get a third rater to independently review the evidence and item ratings. Rater #3's PS Level decisions should then be compared to Rater #1's PS Level decisions to determine whether an acceptable degree of agreement has been reached and a decision can be reported. If the agreement criterion cannot be achieved, the assessment must be reviewed by an Assessment Coordinator before it can be reported.

		Evidence Sources							Proficiency Ratings				
Social Studies		IEP Aligned (✓)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (✓)	0= Nonexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
1	Student points in different directions when asked (i.e., North, South, East, West).									0	1	2	3
2	Student demonstrates directionality (i.e., up and down, left and right).									0	1	2	3
3	Student identifies several common community landmarks.									0	1	2	3
4	Student remembers and recognizes his or her home address.									0	1	2	3
5	Student participates appropriately during unexpected changes in daily routine (e.g., fire drill, tornado warning, assembly).									0	1	2	3
6	Student identifies or chooses the appropriate clothing for different weather conditions.									0	1	2	3
7	Student recognizes and matches the name of the city/town/village, state, and country where he or she lives.									0	1	2	3
8	Student identifies systems that change their environment (e.g., air conditioners, heaters, fans).									0	1	2	3
9	Student produces examples of past, present, and future.									0	1	2	3
10	Student places events (from history or personal experience) on a timeline.									0	1	2	3
11	Student identifies if something is fair or unfair and explains his or her rationale.									0	1	2	3

		Evidence Sources							Proficiency Ratings				
Social Studies		IEP Aligned (✓)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable NA	0= Nonexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
12	Student completes assigned jobs daily (at home or in the classroom).									0	1	2	3
13	Student recognizes and obeys school rules.									0	1	2	3
14	Student demonstrates an understanding of the basic rights of citizens (e.g., freedom of speech).									0	1	2	3
15	Student understands that positive and negative consequences result from our actions.									0	1	2	3
16	Student makes an appropriate choice among several options of behaving.									0	1	2	3
17	Student identifies the values of coins and currency for making purchases.									0	1	2	3
18	Student saves coins or tokens to purchase items or services that cost more than could be earned in one day.									0	1	2	3
19	Student demonstrates the ability to write a check or maintain a savings passbook.									0	1	2	3
20	Student names products that they use as part of their daily life.									0	1	2	3
21	Student identifies skills needed to complete a job at school.									0	1	2	3
22	Student identifies skills needed to complete a job in a local business or industry.									0	1	2	3
23	Student identifies activities or services (e.g., taxes, police protection) that promote the public good.									0	1	2	3

		Evidence Sources							Proficiency Ratings				
Social Studies		IEP Aligned (✓)	Work Samples	Published Tests	Observations	Interviews	Video/Photo	Audio Tape	NA=Not Applicable (✓)	0= Nonexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
24	Student uses prior knowledge to complete tasks or activities.									0	1	2	3
25	Student describes his or her family traditions and celebrations.									0	1	2	3
26	Student describes community helpers (e.g., policeperson, nurse).									0	1	2	3
27	Student gives examples of laws and rules that people have to follow.									0	1	2	3
28	Student demonstrates an understanding of peer pressure and possible responses to that pressure.									0	1	2	3
29	Student describes how people help each other in times of trouble.									0	1	2	3

Social Studies Individualized Proficiency Total Score:

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Overall Social Studies Performance Level Score and Decision Summary

Below the WAA Performance Level descriptions for social studies is a Proficiency Score Continuum. This score continuum ranges from a total score of 0 to 72. Indicate the student's Individualized Proficiency Total Score on this continuum with an **X-mark**. The PS Level description above the X-mark provides a general interpretation of the student's overall level of proficiency in social studies and provides some examples of the knowledge and skills a student at this level typically exhibits. These 4 knowledge and skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Minimal (Level 1)	PS Basic (Level 2)	PS Proficient (Level 3)	PS Advanced (Level 4)
Student currently exhibits 1 or 2 of the prerequisite skills and knowledge in social studies at a barely existent level. He or she is unable to perform simple skills or demonstrate knowledge without full physical prompting in a highly structured setting.	Student attends to social studies instruction and participates in activities with extensive support. Student responds or performs several social study skills typically at the emerging level in a limited number of settings.	Student demonstrates the ability to understand and report social studies concepts with moderate support. Student's understanding of basic concepts and performance of most social studies skills are inconsistent, but typically at the developing or developed level across two or more settings.	Student demonstrates a consistent understanding of the basic concepts and skills contained in the social studies items. He or she requires minimal support to demonstrate many of the social studies skills at an accomplished level in multiple settings, but still is functioning at an overall performance level that is significantly below grade and/or developmental expectations.
For example: <ul style="list-style-type: none"> Demonstrates very limited understanding of the most elementary Social Studies concepts and skills. 	For example: <ul style="list-style-type: none"> Demonstrates a basic understanding of some simple concepts and ideas from history, civics, geography and economics. Can access basic information from maps, charts, and other visual representations with extensive adult support. 	For example: <ul style="list-style-type: none"> Understands and can apply some basic conceptual knowledge and skills from history, civics, geography, and economics. Can access basic information from maps, charts, and other visual representations with moderate adult support. Can make and justify simple inferences (e.g., cause-and-effect, comparison/contrast) about social studies topics with moderate adult support. 	For example: <ul style="list-style-type: none"> Consistently understands and applies basic conceptual knowledge and skills from history, civics, geography, and economics. Can access information from maps, charts, and other visual representations with limited adult support. Can make and justify simple inferences (e.g., cause-and-effect, comparison/contrast) about social studies topics with limited adult support.
0 ----- 4	5 ----- 25	26 ----- 67	68 ----- 87

Inter-rater Reliability Estimates for Social Studies

The Overall Performance Level decisions reached by Rater #1 and #2 must agree to the degree that they both result in an overall judgment of “Proficient” or “Not Yet Proficient” before results can be reported. For purposes of school and statewide educational accountability reports, students need a Performance Level of either PS Proficient or PS Advanced to achieve the status of “Proficient as measured by the WAA.” Students who are functioning at either a PS Minimal Level or a PS Basic Level are characterized for accountability purposes as “Not Yet Proficient as measured by the WAA.”

To determine if you have achieved acceptable agreement for the fundamental summary decision of “Proficient” or “Not Yet Proficient,” complete the chart below documenting the PS Levels determined by both Rater #1 and Rater #2. If there is a general agreement, then a decision can be reported. Significant disagreements between raters, however, must be resolved before a performance report is submitted.

Rater #1's Decision	Rater #2's Decision	Inter-rater Outcome	Action to be Taken
Minimal	Minimal or Basic	Agreement	Report Minimal Performance Level
	Proficient or Advanced	Disagreement	Settle Disagreement
Basic	Minimal or Basic	Agreement	Report Basic Performance Level
	Proficient or Advanced	Disagreement	Settle Disagreement
Proficient	Minimal or Basic	Disagreement	Settle Disagreement
	Proficient or Advanced	Agreement	Report Proficient Performance Level
Advanced	Minimal or Basic	Disagreement	Settle Disagreement
	Proficient or Advanced	Agreement	Report Advanced Performance Level

If disagreement in professional judgments cannot be resolved through a review and discussion of the evidence and individual item analysis, then the raters must get a third rater to independently review the evidence and item ratings. Rater #3's PS Level decisions should then be compared to Rater #1's PS Level decisions to determine whether an acceptable degree of agreement has been reached and a decision can be reported. If the agreement criterion cannot be achieved, the assessment must be reviewed by an Assessment Coordinator before it can be reported.

WAA FOR STUDENTS WITH DISABILITIES PERFORMANCE SUMMARY REPORT

Student's Name: _____ DOB: _____ Age: _____
Mo/Day/Yr

School: _____ District: _____ Grade: _____

Sex: _____ Race: _____ Disability: _____

WAA Participation Checklist completed by IEP team: _____
Mo/Day/Yr

Assessment Period: _____ to _____
Mo/Day/Yr Mo/Day/Yr

Content Areas Assessed (check): ☐ Reading ☐ Social Studies
☐ Mathematics ☐ Science
☐ Language Arts/Writing

Rater(s): _____

Reliability Check: _____
Name of Person(s) Mo/Day/Yr

Overall Performance Level Score Summary

Directions: Transfer the Overall Performance Level Scores from each of the separate content areas in which the student was assessed using the WAA. Place a check (✓) in the appropriate box in the table below to indicate the Prerequisite Skill Level that best characterizes the student's overall level of achievement in each assessed area. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

	Reading	Language Arts	Mathematics	Science	Social Studies	Writing*
PS Minimal (Level 1)						
PS Basic (Level 2)						
PS Proficient (Level 3)						
PS Advanced (Level 4)						

* Writing is assessed on the Language Arts Scale and should be given the same PS Level as Language Arts.

**Please complete this form and use it as a guide to
complete the scoring grid on the back of the WKCE record form by November 19, 2004.**